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University of Northern Iowa Faculty Senate Meeting Agenda, January 22, 2007

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UNIVERSITY OF NORTHERN IOWA FACULTY SENATE
Agenda for Meeting of January 22, 2007
3:15 P.M. Great Reading Room, Seerley Hall

CALL TO ORDER

APPROVAL OF MINUTES

Minutes of the January 8, 2007 meeting

ANNOUNCEMENTS

1. Call for Press Identification
2. Comments from Interim Provost Lubker
3. Comments from Faculty Chair, Sue Joslyn
4. Comments from Chair Herndon

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

923/832 The New Capstone Experience Model Evaluation and Final
Report - LACC

NEW BUSINESS

Parking Deck Update - Tom Schellhardt, Vice President for
Administration and Finance and Morris Mikkelsen, Associate Vice
President, Facilities Planning

ONGOING BUSINESS

CONSIDERATION OF DOCKETED ITEMS

831 Emeritus Status request for Lynn A. Brant, Department of
Earth Science, effective 6/07

OTHER DISCUSSION

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 923

Docket Number _____

Title: The New Capstone Experience Model Evaluation and Final Report -
Liberal Arts Core Committee

Standard Motions

- ____ 1. Place at head of docket, out of regular order.
- ____ 2. Docket in regular order.
- ____ 3. Docket because of special circumstances for _____
And notify sender(s).
- ____ 4. Refer to (standing committee) _____
- ____ 5. Refer to (administrative officer) _____
- ____ 6. Refer to (ad hoc committee) _____
- ____ 7. Return to petitioner with request for a more specific proposal.
- ____ 8. Return to petitioner with request for additional information and documentation.
- ____ 9. Return to petitioner because of decision not to docket at this time.
- ____ 10. Other procedural disposition _____

NOTES

TO: Faculty Senate
FROM: Siobahn Morgan, LAC Coordinator

Date: January 3, 2007

RE: Report on the current Capstone Experience Model

You will find enclosed a copy of the spring 2006 review of the Capstone Experience courses (existing and experimental) and the final report on the experimental model of Capstone. Please distribute the report only to members of the faculty senate at this time. Since the report contains student and faculty comments for the evaluation of the Capstone Experience courses, and some inferences may be made as to the identity of individual instructors, the report shouldn't be posted or sent out to others.

The Liberal Arts Core Committee finds that the experimental model for the Capstone Experience is successful and would recommend that it become the approved model for the Liberal Arts Core.

The New Capstone Experience Model
Evaluation and Final Report

Liberal Arts Core Committee
December 8, 2006



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Abstract

The new Capstone model has been reviewed for the second time and the results continue to indicate a favorable opinion of the new Capstone Experience course offerings from both the students and the instructors. By fall 2006, a total of 30 new Capstone courses have been proposed, with 26 approved and most of those offered since fall 2004. In a typical semester, approximately 30% of all Capstone students are in one of the new courses, with the remainder fulfilling their Capstone requirement with the traditional offering of *Environment, Technology, and Society* (ETS). The student and instructor surveys completed in spring 2005 and spring 2006 resulted in virtually identical results, which were generally very favorable of the new Capstone Experience courses. These results would seem to indicate that this format for the Capstone Experience is eclectic, with instructors from all colleges willing to provide students with a memorable Capstone Experience. Students with a wide range of backgrounds are also able to find courses that engage and challenge them. An additional advantage of the new Capstone Experience courses is the reduction in class sizes, for both the new courses and the ETS courses. The new courses are taught by and large by tenured/tenure-track faculty. This will increase LAC course offerings in some departments as well as decrease the dependency on adjunct instructors for this LAC category. In general, the Liberal Arts Core Committee finds the new model for Capstone is found to be successful and recommends final approval of this model.

Introduction and History

In April of 2004, the University Faculty Senate approved a three year trial of a new model for the Capstone Experience. Under this trial, the Capstone Experience was placed into a new category of the Liberal Arts Core, which was designated as Category 6. Enrollment in Capstone Experience courses is limited to juniors and seniors and courses in it are designed to be an integrative Liberal Arts experience.

The Liberal Arts Core Committee (LACC) solicited from the faculty proposals for courses to be considered for the new Capstone Experience model. Previously Capstone in the form of the ETS course was housed predominantly in one college, CNS. Newly proposed Capstone Experience courses are expected to fulfill the minimum requirements of integrating content from two or more diverse disciplines or be comprised of a service-based learning component which would provide engagement with the community outside of UNI. The LACC was also guided in the review of possible Capstone Experience courses by confirming that the proposed new courses also had several desirable attributes. These included the following:

- Be intellectually challenging and promote development of higher-order thinking skills
- Make student disciplinary diversity a strength of its design
- Link theory to practice through applied problem-solving activities
- Promote the development of skills and dispositions associated with self-directed, life-long learning

Further, the current syllabus statement for the Capstone Experience Category is given as follows:

Category 6: Capstone Experience

Capstone courses provide opportunities for students to synthesize the diverse realms of thought they have studied and to apply the intellectual proficiencies they have acquired.

The emphasis is on cultivating life-long learning through linking theory and academic preparation to practical problem-solving activities in multidisciplinary seminars or community-based learning courses.

While these guidelines formed an initial basis for the LACC to evaluate new Capstone Experience course proposals, other intangible aspects of courses were also viewed as desirable for the new model. For example, courses that helped in developing traits within our students such as civic responsibility, or courses that exposed students to complex, real-world issues, or allowed them to have first hand multi-cultural experiences were deemed to be valuable Capstone Experiences. The LACC views the Capstone Experience as a very important part of the entire LAC education for UNI students, and as such the *value* of the proposed Capstone Experience courses to the students' education was an important criterion in our evaluation of proposals.

The committee is pleased at the wide range of proposals submitted by faculty from across the university which has helped us to understand more fully the possibilities for a culminating LAC experience that carries out the LAC goals. We encourage further development of courses that serve the goals of this program, to provide UNI students with a true "capstone" experience for their LAC education.

The new Capstone Experience model required evaluation to determine if the new courses were able to meet these requirements and provide students with a quality liberal arts "capstone" experience. To this end, the LACC has surveyed over 50 sections of Capstone over two semesters, including many ETS course participants. The results of the surveys and the quality of the new model Capstone Experience courses will be reviewed here.

Evaluations of Capstone Experience Courses

This new model for the Capstone Experience began with one new Capstone course offered in fall 2004. After that semester, the number of new Capstone Experience courses has increased to 26 different courses, most of which have been offered every semester, typically serving approximately 30% of all Capstone students per semester. The list of courses that have been approved to date is given in Appendix A, along with the semesters the courses were offered, the total number of sections offered, the total number of students who enrolled in the course, and the average class size.

During spring 2005 and 2006 semesters, a total of 30 and 22 Capstone courses, respectively, were evaluated by the LACC through the use of student and instructor surveys (Appendix B). The spring 2005 results were previously presented to the University Faculty Senate, and will only be mentioned here in comparison to the spring 2006 survey results. During the spring 2006 semester the instructors of all Capstone Experience classes (21 ETS and 12 new Capstone Experience courses) were asked to complete a Faculty Capstone Survey and to allow a member of the LACC to attend one of their classes to administer the Capstone Student Survey. Twelve ETS classes were surveyed, comprised of 295 students and 7 instructors. Ten new Capstone Experience classes were surveyed with a total of 165 students and 8 instructors. The results of the surveys were analyzed by the Office of Information Management and Analysis with the cost

covered by the Provost's Office. The numerical results are presented in Appendix C and written comments from students and faculty are in Appendix D.

Analysis of Survey Data

Overall student assessments of both versions of the Capstone Experience were largely favorable in all areas on the student response. The spring 2006 assessments also follow the evaluation trends of the spring 2005 assessments in almost all respects. On the 5 point scale, the combined scores for all Capstone courses vary from the 2005 values by at most 0.13. This result would appear to indicate a consistency in the data from one year to the next.

The new Capstone Experience courses are viewed very favorably by the students and instructors of the courses. The generally positive marks the courses have been given in most areas of the assessment are consistent for both semesters that the surveys were distributed. And as in the case of the spring 2005 survey, the scores for the new Capstone Experience courses are generally higher than the ETS courses in almost all parts of the student assessment. The largest differences between the ETS courses and the new Capstone Experience courses were in the following areas

- Diverse disciplines in the topics and discussions (question 1)
- Interest of the course to the student body (question 2)
- Students used critical thinking skills (question 5)
- Student awareness of complex issues (question 9)

On these questions the new Capstone Experience courses scored higher, typically 0.5 or greater on the 5 point scale. The only question where the new Capstone Experience courses scored significantly lower than the ETS courses was question 8 – student preparedness for the course. This aspect was also apparent in the faculty survey results, where the new Capstone Experience courses scored significantly lower than the ETS courses. It should be noted that for both types of courses, student preparedness was given the lowest overall score of any question. It should also be noted that while the scores for the perceived student preparedness were relatively “low”, they were still above a value of 3 on the 5 point scale.

The faculty surveys mirror the student surveys in most respects. The lowest score was in the question of student preparedness for both types of Capstone Experience courses, with the new Capstone Experience courses having a significantly lower score than the ETS courses. The 2006 score for this question was also much lower than the 2005 score for the new Capstone Experience courses. When the 2006 faculty survey is compared to the 2005 survey, the most significant increase pertained to the question concerning the wide range of student disciplines represented in the course (question 1). Notable decreases in faculty survey scores from the 2005 to 2006 were in the questions addressing the instructor's satisfaction and likelihood of teaching of the course (questions 6 & 7), and whether they would encourage a colleague to consider teaching a Capstone course (question 8). While these values were down, the scores were still relatively high overall, typically above a value of at least 4 on the 5 point scale.

The student and faculty comments (Appendix D) for all of the Capstone Experience courses show rather similar trends. Students not only enjoy the new courses, but also enjoy having the opportunity to be given a *choice* concerning this course. Some courses are noted for their

relevance to modern society, and apparently they have been successful in making students aware of events, societies, and/or problems beyond the confines of the UNI campus. As is often the case, the quality of any course is strongly dependent upon the quality of the instructors. While these evaluations were not intended as faculty evaluations, the quality of the instructors may have played a very strong role in influencing the overall quality of the Capstone Experience.

One issue that was raised when this model was first proposed concerned diversity of student majors in the courses. Student enrollment for all semesters between spring 2005 and fall 2006 was broken down by major and analyzed. The results are presented in Appendix E, with the courses which have a significant percentage (>15%) of students from a single major enrolled in the course listed. In some cases the data is skewed due to a small sampling size (only one section of the course was offered during this time). There are 10 courses that have been offered several times which do tend to attract specific majors, but even within these courses, only a small number of students (3-6) in a given section are from a single major. The most diverse student populations are in *Analysis of Contemporary Social Issues* and *Perspectives on Death and Dying*. While there are some clusters of majors in specific course topics, the diversity of the student majors in the new Capstone Experience courses is generally broad. One aspect of the new Capstone Experience model is the tendency for CNS majors to take the old ETS course rather than the new courses. Only 8% of the new Capstone Experience students are CNS majors, while the overall student population of CNS majors is closer to 14%. In spite of these minor fluctuations, the new Capstone Experience courses have attracted a variety of majors and further, students enrolled in a given major can satisfy the Capstone Experience requirement through a variety of diverse courses. More than 70% of the students have majors other than majors offered by the instructor's department in a typical new Capstone Experience course.

Course Sizes and Backlog

Another important aspect of the new Capstone Experience courses is the effect on class sizes. Previous to the introduction of the new courses, the average section of ETS typically had 35 students in it, with some sections having as many as 80 students. Following the introduction of the new courses, the burden on the ETS courses has been reduced and the average class size has also decreased to approximately 31/section (see Appendix F). The new courses have had consistently lower enrollment numbers, with a typical section having approximately 23 students. For both the ETS and new Capstone Experience courses, the LACC believes that a smaller class size is an important aspect to create a classroom environment that fosters student engagement.

There are certain ramifications of smaller class sizes for the Capstone Experience that may be difficult to contend with. Regardless of the type of course that is offered as a Capstone Experience, the number of sections that must be offered remains large. Approximately 35-40 sections of Capstone Experience courses are needed each semester to maintain class sizes that are manageable (~25-30 students/section).

During the fall 2006 semester, there are a total of 35 Capstone Experience courses, 24 of which are ETS. Of the ETS courses, nearly half are being taught by non-tenure track instructors and adjuncts. Of the 11 new Capstone Experience courses during the fall 2006 semester, only one

course has a non-tenure track instructor (she is team teaching the course with a tenure-track faculty member). The increase in the number of new Capstone Experience courses by tenured/tenure-track faculty will further decrease the dependence on and cost of adjunct instructors currently used extensively in ETS.

Conclusions

The new Capstone Experience model would appear to be successful from both the student and faculty perspective. The new courses are viewed favorably by both groups and new courses are being submitted for approval on a regular basis.

Benefits of the New Capstone Model

1. Up until 2004, nearly all Capstone Experience courses and instructors were provided by one college, CNS, with only a few instructors from other colleges. It was often the case that many of the sections of ETS were taught by non-tenure track faculty. In a typical semester as many as 40% of ETS sections are taught by adjuncts.
2. The students have a greater variety of courses to choose from. There was the concern that only certain majors would be drawn to some of the new topical courses, but this has not been the case. For the most part, a wide variety of majors enroll in the new courses. This variety also includes several summer Study Abroad courses which provide students with an opportunity for international travel and direct exposure to other cultures.
3. The Capstone course can serve as a component in measuring Student Outcomes Assessments for the LAC as well as the entire undergraduate experience at UNI.
4. Faculty can expand their teaching portfolio, in particular, tenured/tenure-track faculty would be the main source of instructors for the new Capstone Experience courses, and the dependency on adjuncts will be reduced. Faculty from all colleges have proposed courses in the new Capstone Experience model.
5. There is the opportunity for team-teaching of courses, particularly by faculty from different departments or colleges. This would provide opportunities for faculty growth and development as they will have the chance to work with others from quite different backgrounds and perspectives. The recently completed Carver Institutes have helped promote such opportunities.
6. Since Capstone courses can be offered at the discretion of the faculty across the University, the new model provides a means by which temporary surpluses of faculty teaching capacity can be productively employed.
7. Current courses may be proposed as Capstone Experience courses. A possible source for such courses could be the Honors or the Presidential Seminar courses. There is also interest in some areas to create more Community Engagement opportunities for students. Under the new Capstone model, such courses could be considered for inclusion in this category.

Concerns of the New Capstone Model

1. In order to offer Capstone Experience courses, faculty would have to be reassigned from their regular courses, or they must be willing to teach these courses as overloads. In

some departments this would be very difficult, especially departments that already have a large LAC or major course load.

2. Faculty will also need time, assistance and resources to aid in the process of developing new Capstone Experience courses. Programs such as the recent Carver Institutes would be beneficial to faculty in assisting in their development of such courses. In some cases it may be possible to “retool” an existing course into a Capstone Experience course. In either case, faculty may need support and assistance in the process.
3. The consistency of course work or rigor in the various Capstone Experience sections may be harder to maintain and monitor. This is not a new concern, but has frequently been brought up as a problem with ETS. Continued evaluations of the courses by the LAC committee and/or coordinator would help to monitor the quality of all Capstone Experience courses. The current student survey that is described here could be used on a regular basis to measure the student outcomes in these courses.

Appendix A - New Capstone Experience Courses – Fall 2004 – Fall 2006

Title	Instructor	College	Semesters offered	Sections	Students
Bio-medical Ethics	Francis Degnin	CHFA	Fa. 04, Sp. 05, Fa. 05, Fa. 06	4	91 (23/sec)
Perspectives on Death and Dying	Francis Degnin	CHFA	Fa. 04, Sp. 05, Fa. 05, Spr. 06, Fa. 06	9	224 (25/sec)
Science, Mathematics, and Technology in the Americas	Joel Haack	CNS	Fa. 04	1	23
Theatre in Education	Gretta Berghammer	CHFA	Fa. 05, Sp. 06	2	50 (25/sec)
Communication Disorders and Society	Ken Bleile	CHFA	Sp. 05	1	44
Building Communities: Developing Intentional Family Spaces	Gowri Betrabt- Gulwadi Elise Radina	CSBS	Sp. 05, Sp. 06	2	36 (18/sec)
Democracies	Thomas Fogarty Anna Kogl	CSBS	Sp. 05, Fa. 05, Sp. 06	8	198 (25/sec)
Analysis of Contemporary Social Issues	Keith Crew John Johnson	CSBS	Sp. 05, Su. 05, Fa. 05, Sp. 06, Su. 06, Fa. 06	12	265 (22/sec)
Prehistory of Environmental Impact	Michael Shott	CSBS	Su. 06	1	8
Medicine, Morality, and Society: The Social Construction of Health and Illness	Kent Sandstrom	CSBS	Sp. 05	1	26
Creativity and the Transformation of Culture	Gary Gute	CSBS	Sp. 05, Fa. 05	2	59 (30/sec)
Greece: From the “Cradle of Democracy” to Today	Greg Bruess	CSBS	Su. 05, Su. 06	2	31 (16/sec)
Minority-Majority Group Relations in the U. S.	Laura Praglin	CSBS	Sp. 05, Fa. 05, Sp. 06	4	90 (23/sec)
Leadership and Professional and Civic Responsibility	Gerri Perreault Donna Vinton	COE ESS	Fa. 05, Fa. 06	2	42 (21/sec)
Living in Our Techno-social World	Doug Hotek Phyllis Baker	CNS CSBS	Su. 06	1	30
Obesity and Diabetes: Science, Sociology, and Economics	Carl Thurman	CNS	Fa. 05	2	42 (21/sec)
The Holocaust in Literature and Film	Siegrun Wildner	CHFA	Fa. 06	1	20

Science and Pseudoscience: Critiquing the World Around You	Seth Brown Kimberly Cline- Brown	CSBS CNS	Sp. 06, Fa. 06	2	39 (20/sec)
Ethics in Communication	April Chatham- Carpenter	CHFA	Fa. 06	1	26
Blues and Jazz in African American Literature and Film	Pierre Mvuyekure	CHFA	Sp. 06, Fa. 06	2	48 (24/sec)
Being National: National Identity in Europe, America and Beyond	Konrad Sadkowski	CSBS	Su. 06	1	Cancelled
Washington Center Internships	Al Stamberg*	ESS	Su. 06, Fa. 06	§	4
Globalization, Cultural Pluralism, and International Security	Dhirendra Vajpeyi	CSBS	Su. 06	1	26
Back to the Valley: Martin Luther King, Jr. and the 21st Century	Christine Canning Michael Blackwell	COE CHFA	Fa. 06	1	30
Socio-Economic Realities of Central America	Christine Schrage	CBA	Yet to be offered	--	--
Community and Public Health	Susan Roberts-Dobie	COE	Sp. 06, Su. 06	2	57 (29/sec)

* - coordinator, individual instructors assigned to students

§ - internship program, sections are assigned for individual student



The UNI Liberal Arts Core is designed to expose students to broad areas of knowledge. The Core is intended to help students develop the knowledge, skills, and values considered necessary to live thoughtful, creative, and productive lives.

The Oxford Dictionary defines "liberal arts" as "the studies (language, philosophy, history, literature, abstract science) in a college or university intended to provide chiefly general knowledge and to develop general intellectual capacities (as reason and judgement) as opposed to professional or vocational skills."

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤

Directions:

Using the scale to the left, please respond to the following questions by filling in the appropriate circles for Questions 1 through 9.

1. Topics and discussions in this Capstone course integrated content from two or more diverse disciplines.
2. This Capstone course would be interesting to students from a number of majors.
3. Having students with various majors enhanced discussions and other activities in this Capstone course.
4. This Capstone course was intellectually challenging.
5. This Capstone course required me to use critical thinking skills.
6. This Capstone course offered opportunities to write and/or make presentations.
7. This Capstone course offered opportunities for active involvement through in-class activities and/or small-group discussions.
8. I felt adequately prepared for this Capstone course's activities and expectations.
9. One goal of a Capstone course is to connect students to the complex world of issues and ideas they will encounter after graduation. Measured against this objective, this Capstone class was successful.

Please use the space below to offer any other comments you might have on this course.



In Spring 2004 the University of Northern Iowa Faculty Senate approved a proposal for the creation of a new model for the Capstone category of the Liberal Arts Core. The new model includes both the previous Capstone course, *Environment, Technology, and Society*, and new courses developed by faculty in departments across campus and approved by the Liberal Arts Core Committee.

As mandated by the University Faculty Senate, the Liberal Arts Core Committee will evaluate the new Capstone category. Feedback from faculty teaching Capstone courses and from students taking the courses is essential to this review process.

Please take time to complete the survey questions below. Thank you for your help with this important project.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤

Part 1. Reflections on My Experience with Capstone This Semester

Directions:

Please shade in your responses to the following questions using the scale to the left. Feel free to add thoughts and comments related to the questions at the bottom of the page.

1. My Capstone course attracted students from a wide variety of disciplinary backgrounds.
2. Having students from several different disciplinary backgrounds made a positive addition to discussions, projects, and other class activities in my Capstone course.
3. The students in my class came with adequate preparation for the expectations and activities of the course.
4. My Capstone course offered students opportunities for expressing their ideas and interacting with the ideas of others through such activities as writing, presenting, group projects, and class discussions.
5. My Capstone course helped to connect students with the kind of complex issues and ideas that they will encounter after graduation.
6. Teaching my Capstone course was a satisfying professional experience.
7. I would consider teaching a Capstone course again.
8. I would encourage an interested colleague to consider teaching a Capstone course.

Comments:

Part 2. Reflections on Resources for Capstone Development

Directions:

Please shade in the circle before all items that apply to each statement below.

9. Resources/factors that helped me to develop and deliver my Capstone course were:

- ☐ ① Encouragement from my dean
- ☐ ② Encouragement from my department head
- ☐ ③ Encouragement from colleagues in my department
- ☐ ④ Conversations with colleagues outside of my department
- ☐ ⑤ Previous experience with multidisciplinary courses
- ☐ ⑥ Participation in Carver Grant workshops
- ☐ ⑦ Assistance from the Center for Educational Technology
- ☐ ⑧ Other (please explain):

10. Resources/factors that would be useful to faculty in general interested in developing and teaching Capstone course sections would include:

- ☐ ① Encouragement from department heads and/or deans
- ☐ ② Opportunities to interact with colleagues who have offered Capstone courses
- ☐ ③ Opportunities to interact with colleagues who are planning Capstone courses
- ☐ ④ Information on models of other Capstone courses
- ☐ ⑤ Assistance from the Center for Educational Technology
- ☐ ⑥ Workshops on topics related to Capstone course development (Suggested workshops: _____)
- ☐ ⑦ Other resources/factors (please explain):

Part 3. Additional Thoughts and Comments

What additional ideas would you like to add to help the Liberal Arts Core Committee evaluate University-wide Capstone offerings and to help the University create a strong liberal arts core experience for UNI students?

Part 4. Faculty and Course Information

The information provided through this survey will be used by the Liberal Arts Core Committee in assessing the new Capstone category model. Individual faculty responses will not be identified nor will the responses be used as part of individual faculty assessment or performance records. Please complete the following information:

Capstone course title and course number/section: _____

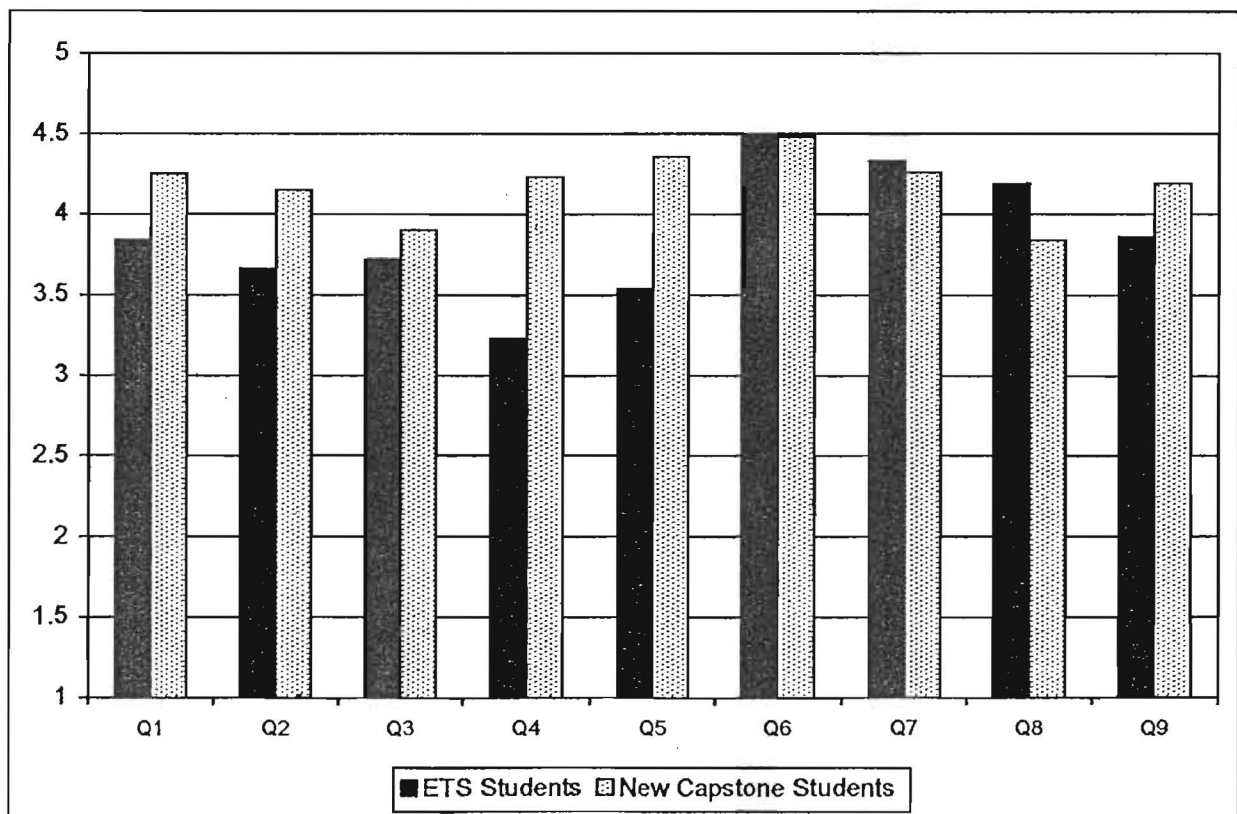
**2006 Student and Faculty Capstone Survey:
Mean Scores by Course Section and
Type of Course**



**Kristin M. Moser, Senior Research Analyst
Office of Institutional Research
University of Northern Iowa
101 Seerley Hall
Cedar Falls, IA 50614-0005
(319) 273-3103**

June 16, 2006

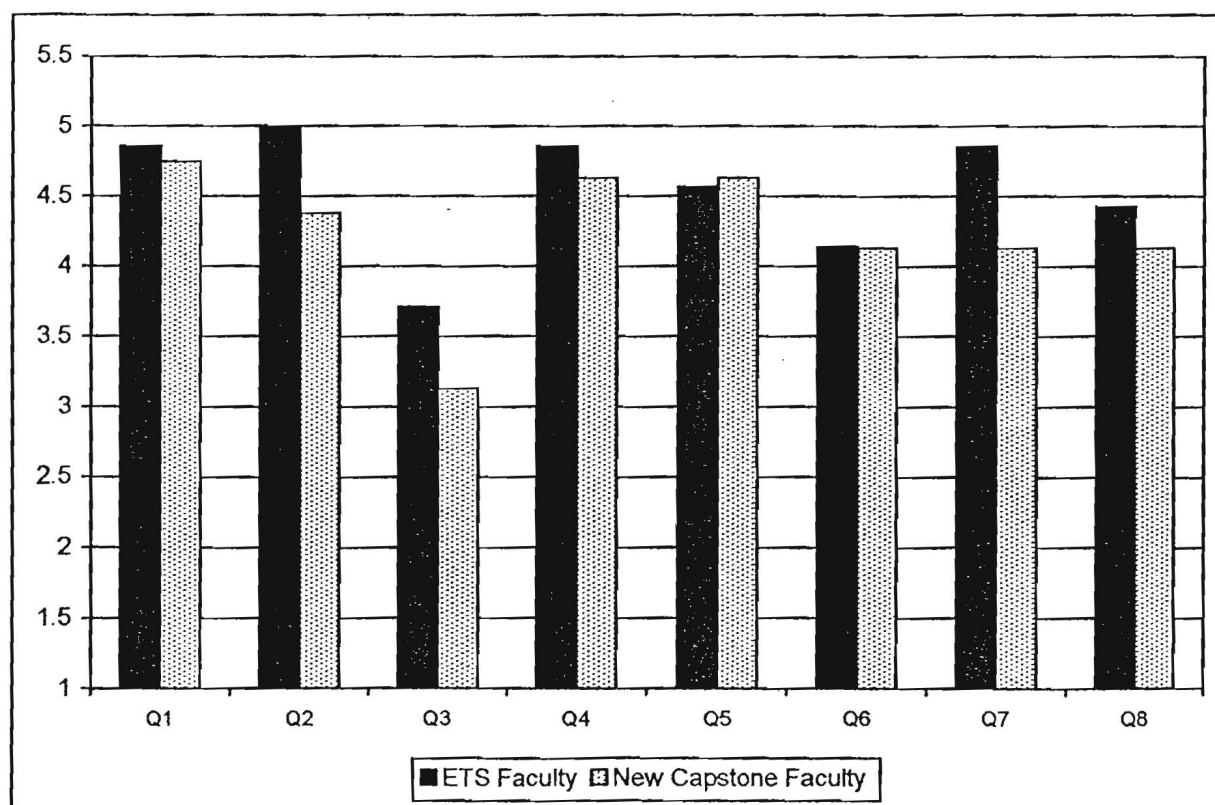
Mean Scores for 2006 Student Capstone Survey			
	ETS ²	New ³	All
Q1 ¹ : Topics and discussions in this Capstone course integrated content from two or more diverse disciplines.	3.84	4.25	3.99
Q2: This Capstone course would be interesting to students from a number of majors.	3.66	4.15	3.84
Q3: Having students with various majors enhanced discussions and other activities in this Capstone course.	3.72	3.90	3.79
Q4: This Capstone course was intellectually challenging.	3.23	4.23	3.59*
Q5: This Capstone course required me to use critical thinking skills.	3.54	4.36	3.84*
Q6: This Capstone course offered opportunities to write and/or make presentations.	4.49	4.48	4.49*
Q7: This Capstone course offered opportunities for active involvement through in-class activities and/or small-group discussions.	4.33	4.26	4.30
Q8: I felt adequately prepared for this Capstone course's activities and expectations.	4.19	3.84	4.06*
Q9: One goal of a Capstone course is to connect students to the complex world of issues and ideas they will encounter after graduation. Measured against this objective, this Capstone class was successful.	3.86	4.19	3.98
Total N	295	165	460
¹ Scale: 1=Strongly disagree; 2=Disagree; 3=Neither agree nor disagree; 4=Agree; 5=Strongly Agree			
² Environment, Technology and Society course section			
³ New Capstone course section			
*p < .05			
Source: Office of Institutional Research			



Source: Office of Institutional Research

Mean Scores for 2006 Student Capstone Survey (New Capstone Students)				
	Course Section			
	17	18	21	22
Q1: Topics and discussions in this Capstone course integrated content from two or more diverse disciplines.	4.18	3.83	4.32	4.41
Q2: This Capstone course would be interesting to students from a number of majors.	4.27	4.00	4.68	4.41
Q3: Having students with various majors enhanced discussions and other activities in this Capstone course.	4.27	3.61	4.26	3.47
Q4: This Capstone course was intellectually challenging.	4.36	4.04	4.90	4.82
Q5: This Capstone course required me to use critical thinking skills.	4.55	4.09	4.90	4.65
Q6: This Capstone course offered opportunities to write and/or make presentations.	4.36	3.78	4.58	4.71
Q7: This Capstone course offered opportunities for active involvement through in-class activities and/or small-group discussions.	4.09	4.00	4.21	4.29
Q8: I felt adequately prepared for this Capstone course's activities and expectations.	4.18	3.91	3.47	3.82
Q9: One goal of a Capstone course is to connect students to the complex world of issues and ideas they will encounter after graduation. Measured against this objective, this Capstone class was successful.	4.36	4.22	4.26	4.71
Source: Office of Institutional Research				

Mean Scores for 2006 Faculty Capstone Survey			
	ETS ²	New ³	All
Q1 ¹ : My Capstone course attracted students from a wide variety of disciplinary backgrounds.	4.86	4.75	4.80
Q2: Having students from several different disciplinary backgrounds made a positive addition to discussions, projects, and other class activities in my Capstone course.	5.00	4.38	4.67
Q3: The students in my class came with adequate preparation for the expectations and activities of the course.	3.71	3.13	3.40
Q4: My Capstone course offered students opportunities for expressing their ideas and interacting with the ideas of others through such activities as writing, presenting, group projects, and class discussions.	4.86	4.63	4.73
Q5: My Capstone course helped to connect students with the kind of complex issues and ideas that they will encounter after graduation.	4.57	4.63	4.60
Q6: Teaching my Capstone course was a satisfying professional experience.	4.14	4.13	4.13
Q7: I would consider teaching a Capstone course again.	4.86	4.13	4.47
Q8: I would encourage an interested colleague to consider teaching a Capstone course.	4.43	4.13	4.27
Total N	7	8	15
¹ Scale: 1=Strongly disagree; 2=Disagree; 3=Neither agree nor disagree; 4=Agree; 5=Strongly Agree			
² Environment, Technology and Society faculty			
³ New Capstone course faculty			
Source: Office of Institutional Research			



Source: Office of Institutional Research

Faculty Capstone Survey		
Percentage of Instructors Endorsing "Resources/factors that helped me to develop and deliver my Capstone course were:"		
	ETS	New
Q9a. Encouragement from my dean	0	25.0
Q9b. Encouragement from my department head	14.3	62.5
Q9c. Encouragement from colleagues in my department	0	12.5
Q9d. Conversations with colleagues outside of my department	28.6	37.5
Q9e. Previous experience with multidisciplinary courses	71.4	37.5
Q9f. Participation in Carver Grant workshops	28.6	25.0
Q9g. Assistance from the Center for Educational Technology	0	12.5
Q9h. Other	28.6	0
Source: Office of Institutional Research		

Faculty Capstone Survey		
Percentage of Instructors Endorsing "Resources/factors that would be useful to faculty in general interested in developing and teaching Capstone course sections would include:"		
	ETS	New
Q10a. Encouragement from department heads and/or deans	14.3	75.0
Q10b. Opportunities to interact with colleagues who have offered Capstone courses	42.9	62.5
Q10c. Opportunities to interact with colleagues who are planning Capstone courses	0	37.5
Q10d. Information on models of other Capstone courses	28.6	87.5
Q10e. Assistance from the Center for Educational Technology	0	50.0
Q10f. Workshops on topics related to Capstone course development	28.6	62.5
Q10g. Other resources/factors	0	37.5
Source: Office of Institutional Research		

New Capstone Student Comments:

Learned things I never knew before about democracy. My understanding of the history of this country has greatly improved. This course is especially relevant when you consider that we are essentially fighting a war for “democracy” in the Middle East.

This was a great class and the topics that we talked about are extremely important in today’s society. The ability to choose a class with a more specific topic that I was interested in was very appealing to me.

This class was very interesting and something I wouldn’t have taken for my major. I hope you keep this class – it really opened my eyes, and I feel much more in-tune with the world around me after taking it.

I think this is a really effective capstone because its subject matter is very relevant for life after college and I like the idea of being able to choose a class within my interests rather than to take the same class as everyone else.

I greatly enjoyed this course, and I feel that it would be beneficial in fulfilling any student’s capstone requirement.

I wish this course would have dealt more with how democracy effects our lives from all backgrounds. As an art major I felt it concentrated too much on politics and economics. I would have liked more social issues as they relate to democracy.

Great class discussion, but wish there was a greater variety of majors represented within the class.


This course helped to explain why our society has adopted concepts related to democracy. We discussed globalization, and I am sure that it will play a large role after graduation.

I am very glad that I had the opportunity to take this course to fill my Capstone requirement. Before there were multiple options for Capstone, I really dreaded taking the course, but I am glad that there are now courses that apply to multiple majors, and I hope that the university continues this program in the future.

This was a very interesting and challenging course, but its material is probably beyond what many non-honors students would like to cover in a semester. This course should be for honors students and those with interest in the topic.

A variety of Capstone Courses is much preferred to a one-size-fits-all approach. Care must be taken, however, to prevent students from taking capstone courses that closely mirror their major course of study. In this case, Democracies – a political science slanted course, we had a number of political science majors – which had adverse affects on conversation.

I’m glad I took this class. It learned me good.



Dr. X is a great instructor, but capstone is a useless class that should be dropped from the requirements.

I have no idea why this course is required, it is a political science class.

Capstone...wow, I feel like this was a pretty big waste of our time. It took away opportunities for me to study for my major classes (the ones that really count). Having to read extremely tough literature, 3 tests, 1 large paper and 1 presentation is too demanding. I am highly against Capstone.

Capstone classes are un-needed. This class is fun but should be an elective. Capstone should be an un-needed requirement.

I thought it was interesting, and democracy is something every major should be concerned with.

If the goal is to expose students to a broad range of intellectual activities, rather than 1 small class at the end, I feel it would be more useful to increase the number of credits needed in the various Liberal Arts sections.

I've enjoyed this class a lot, its been interesting. It's a lot of work but not all that bad when it comes down to it.

It is definitely different and more challenging than any other course I've taken since it is apart from my main interests and it requires my own opinions and analysis. (I'm used to cut and dry facts.)

A great class, but I had no idea what I was getting into. The prof. seems to expect a certain amount of knowledge coming into the class, and it was difficult, at first, to meet those expectations. The amount of learning, however, more than makes up for it.

I think there were too many readings required. I have a lot to read for my other classes as well so it's hard to keep up. I don't have any background in jazz either so I found it hard to keep up in discussions.

Interesting. Lots and lots of books to read.

Dr. X is a very challenging professor. He made sure that he followed the above guidelines for this capstone course. I really enjoy this class and all the unique things that I have been learning. I would definitely recommend that it be offered again!

Enjoy the course material and class discussion. Sometimes felt the prof wasn't understanding, when students didn't understand a novel and he refused any help.

This course required students to use analytical and critical thinking skills on a subject that was not easy for most students to tackle due to lack of exposure. This is what made the class a

success!! It required us to use skills we have been strengthening since we were freshman for a subject well worthy to be taught.

Highly challenging and enjoyable.

I believe the subject matter of this course is necessary for all students. We can learn more about our own history (at least the most significant aspects) in this class than we can in a Humanities course.

If the above questions are what a capstone course should be, this class is ideal. It is a very enjoyable class.

I loved this class. I've recommended it to all my friends. It's helped open my mind better.

Great class – fantastic!

I enjoyed this course. It allowed one to have a diverse amount of topics that interested all at one point in time.

I really liked the diverse group of topics we discussed. It also gave us a lot of opportunities for class participation.

I am glad I took this course – very interesting and honed my critical thinking skills. I also learned new things.

This course incorporated critical thinking skills but at times proved difficult to stay up with due to busy senior schedules. Overall, a great class, though.

I liked the topics we talked about in this class. Very interesting and fun.

While I understand the purpose of having a discussion based class within the Liberal Arts Core, a course like capstone, that has no or little reflection on my major is rather frustrating for seniors who are so far into their major course work that they don't want to put up with unrelated topics and discussions. It would be more beneficial to take this course as a sophomore.

Sometimes felt unorganized, interesting topics, though.

I still have yet to figure out what I was supposed to be learning in this class. The class was very vague and frustrating, and not very well taught. I will take very little knowledge from this class on with me after graduation.

This course was really unorganized and not put together very well. I really thought it was a waste of my time, money, and effort.

There was way too much busy work and confusion of assignments.

I feel that if capstone is required, I feel that class choices should remain. Already achieving an AA degree, I feel that requiring capstone is an inadequate use of my time and resources.

The curriculum for this course was very interesting and challenging. Also, the professor helped in making it so.

I really enjoyed this course and all of the literature we read during the semester.

Enjoyed this class a lot, and welcomed the change from the traditional capstone course.

I enjoyed how this class related to my everyday life – things go on around us in the world.

I learned a lot about politics and voting issues that I didn't know before this class has definitely made me more aware of what is happening in the country and the world.

Class was interesting, but difficult at times when you were expected to know in depth info about politics. Other than that, I felt I was fully prepared to take and succeed in this class.

I really enjoyed this class. It offers students another option to fulfill the capstone requirements. It really opened my eyes to what's going on in the world and made me realize that I need to critically assess something instead of just accept it.

This class was basically an hour of thoughtful discussion every Tue/Thurs moderated well by X. This was the main reason that I enjoyed it.

This course was both interesting and challenging. It required me to think about important, real world issues in a way that is not required by other courses. The skills used in this course are valuable to students of all disciplines.

I feel that specialized capstone courses would be more beneficial if the student had an adequate education of the topic prior to the course. I often felt lost and confused even after the lecture and reading because I did not have any background in the topic... This should be stressed prior to class registration.

I appreciated the large amount of diverse readings.

For classes two or more days a week, try spending one day discussing a different topic each week or 2 weeks, and the next period testing on this information. That way many different subjects can be studied, and the purpose of opening students to a broad area of knowledge can happen.

I feel as though this specific course is probably more intellectually challenging than the other Capstone choices. I like the fact that as a science major, this course allowed me to learn about something other than the environment because I learn so much about it in my major classes all ready.

I think capstone is not the best use of resources in a liberal arts curriculum. I think it would be better to just require another course in something like literature or history. If capstone continues, I think a course on multiculturalism in the US would be a good option.

The subject of this course is highly useful in any line of work following UNI. It is a great alternative to the traditional offering. In many cases this information could be more useful than the traditional offering.

It was good overall. It covered a broad range of topics and was enjoyable.

I think for someone not into government this course isn't a good choice. Teacher very knowledgeable and course was informative.

I thought Democracies would explain the democratic system here in the US but it explained how Democracies were world wide – I learned a lot!

I think this is a very useful class teaching us about democracies all over the world.

I think capstone is a class that should be dropped as a requirement to the liberal arts core.

I like having choices as to which gen ed course. This was the only Capstone course I was interested in taking.

Perhaps a bit more concentration on current events going on in the world would have connected this class and issues ideas needed after graduation.

I recommend continuing the program wherein students choose from a variety of capstone courses. I've enjoyed democracies very much.

Professor X did a tremendous job integrating general course objectives with the specific interests of the class. His ability to tailor his instruction to a particular class demonstrates his effectiveness and capabilities as an instructor.

I enjoyed the course, especially how the content relates to issues that are relevant in today's society.

This course offered a lot of good interesting conversations.

I think students does not need capstone classes because we are required same kinds of classes before graduation. I feel like this class is repeat class which I had taken before.

I was glad to be able to choose a course that wrapped up the liberal arts requirement. The class was interesting and relevant to the world around us.

This course (and the expansion of the Capstone choice in general) is a very good idea. UNI needs to expand its 'core' to include more classes in the humanities and politics in order to

produce adequately knowledgeable CITIZENS. In addition, I would like to add that the portion of the liberal arts core which is not in politics and the humanities needs to be made more general.

I believe this is an excellent capstone course. It challenged me and made me think outside the box. I learned a lot I could use after I graduate.

The most interesting class I've taken, also the most difficult. It was nice to have a class that required extra effort.

I feel capstone courses, like this one, give students the opportunity to deal with subject matter they otherwise would not get exposed to.

This was the hardest class I have ever taken! In order to be capstone, maybe tell students before registering it is a grad philosophy course, or make a class with the same topic on a much more "lay" person form.

This was a very interesting and challenging class, but I feel I learned a lot from it and it has actually enriched my life.

I learned a lot from this class. It made me analyze the world and think critically.

I liked having the option for different types of capstone, however I was not at all prepared for how difficult this course was. I then did not have the option to drop. I enjoyed the course, it was just a bit difficult.

I really enjoyed having this course. It provided good life lessons, interesting insight, and it let me learn things I probably wouldn't have learned otherwise.

This class was by far the most difficult and rigorous course I have taken. However, I have learned the most and enjoyed this class the most out of five years of UNI! Go X!

I really appreciated the choice in capstone. Having a variety of choices gave me an opportunity to choose a course that interested me as well as taught me new things that I would not have gotten in my major classes.

I felt this class was very challenging, however, I felt that I will actually use what I have learned after graduation. I feel I would not have gotten this from an "environmental" class.

Very interesting course. A challenging topic and course in which a lot of work must be put into, but rewarding information.

This is my first intellectually challenging class. All though it has been a pain trying to catch up and understand the lectures, the course has enhanced my horizon, not only my knowledge, but also the applications to my life. This course is a success.

This capstone was intellectually challenging in its content and subject matter, but I am not sure how it capped off the Liberal Arts core. It was deeply embedded in the content of the professor's departments. I like the choices of classes, but wished they dealt with more than critical thinking skills.

I felt this may have been the best class I've ever taken. It made me think about issues I've never thought about before, and in a way changed my life. I strongly recommend everybody to take this course as a capstone class, the perfect capstone.

I took this course because I thought it would be more interesting than the original capstone course. This was completely outside of my major, so I wasn't really prepared for the complexity and advancement of it, but it gave me a new perspective to look at things in the world. I enjoyed it overall, even though it was difficult.

When I arrived at UNI four years ago, capstone was labeled as a "joke" and a "worthless waste of time". Now with the added courses, there are so many more opportunities to pick a course that applies to you and the world you are entering. As a religion major, preparing to do an internship with a local hospice, I feel much more prepared thanks to this course. It was a perfect course to round out my UNI experience and introduce me to the real-world issues I will soon be facing.

Coming into this class as a Humanities major, there were already ideas I had into the realm of Philosophy that helped. Everything I read was interesting and with cultures and viewpoints of not only around the world, but through time. It would have been nice to not have to go so fast through the topics. We had to read two or three books hardly discussed in the lectures. One to the broad spectrum of topics covering class became difficult to keep in a single organized direction. People always had questions. That is good though, I suppose. This was one of my favorite and most interesting classes I have taken.

Great teacher, the course was extremely hard from a non-religious point of view. More precise learning on modules would be beneficial to testing.

This class was way too hard. Way too hard.

This was one of the most fulfilling courses I took in college. It allowed me to grow both intellectually and emotionally.

Not enough Philosophy majors, but that's not his fault.

I learned a lot about how and way to live....this is the base of a capstone course.

This was one of the most interesting classes I've ever taken. I cannot speak for other Capstone classes, but I would say "Keep this class around for as long as you can".

I really enjoyed this class! It was by far one of the most interesting classes I've ever taken!

I would suggest this course for all of my friends.

Very difficult to comprehend if you are not a philosophical person.

Professor needs to realize that vast background of majors, not everyone is a philosophy major.

This course is a little far too in-depth for majors who are not in the Humanities field. Compared to knowledge of other Capstone courses, this course is more difficult and time consuming.

Traditional Capstone (820:140) Student comments:

This class covers topics that affect people throughout our lives and I think it's important.

I don't feel this is a vital class to take and should be optional.

It would help if the whole thing wasn't based around natural resources.

Very enjoyable and thought-provoking class.

The class was alright, but I would like to see a book or a set of basic foundation tools used. I felt lost at times when discussing certain topics. This made me afraid to speak out in class discussion – in which we are graded on.

I do not feel my money is well spent on this course. I have taken enough courses that seem useless and are taught poorly. This should NOT be a mandatory course.

It's hard to say that this class will be beneficial for my life. There are so many people that need to get into this course that you can't even get one that interests you. Either I know the information or it's over my head and too hard. People seem disinterested so people do not participate, and class is boring.

I did not care for this course, I did not know a lot about what class issues were, nor did they intrigue an interest to me.

This was the most worthless course I have taken at UNI.

I believe that there were too many papers and no concise syllabus with due dates. If the papers were consolidated down to less than 3.

I don't know if it was all capstone courses or just this one but the assignments were ridiculous

I feel that the capstone class should not be part of the "liberal arts" required classes.

I didn't know what to expect coming into this class. I was pleasantly surprised.

This class seemed like a big waste of time.

I wish I knew I could take a capstone in my area of study. Honestly, I strongly disliked this class. If I could get out of it, I would. Thank you for finally allowing students to focus on their area of study. Too bad it was one semester too late.

A lot of material presented in class was either something I knew nothing about and couldn't provide input, or it was something I could care less about. Would not recommend it.

This was a well taught course but a lot of people are getting ready to graduate and some of the papers felt like busy work.

I thought this class was a complete waste of time, however an easy A.

Good class. It made you think about world issues, but didn't add lots of outside work.

In my opinion this class was the biggest waste of my college career.

It would have been better if we could have gotten into the classes before the last semester. They were always full.

Have the class required before senior year, maybe freshman year. It will help students integrate into college.

I felt very disappointed with the course. The liberal arts core up to this point has always seemed challenging & worthwhile. My opinion (along with many of my peers) is that Capstone is a hurdle to jump before graduation that has no real value.

This class is a food class for seniors, because it brings broad and open discussions about life.

This class is mainly common sense which most students should know anyway. Not a great use of my time and would have been better to fill this time with a class from my major.

This class was a bore.

It would be more advantageous to everyone if more students were asked/required/prompted to give their opinion/expertise about a subject being discussed. I really like Capstone and what it tries to accomplish.

More Capstone classes should be offered.

I feel it was good to take this class as a senior because it got me thinking on a different level. It was a nice transition from all my education classes.

I don't feel that Capstone is necessary.

Capstone in general is a waste my time and money!

I thought this class was honestly a waste of time, we didn't do anything in class that is useful for my major.

I really think this class would be a better seminar than full class.

This particular course with the instructor was very interesting – I am not sorry I took it. I feel like it was a good ending to my liberal arts education.

I liked how we focused on the environment, we learned about nature and had a feel for what used to be here. Then looked at what we (society) can do.

This class has caused me to re-evaluate many life choices. It helped me to think critically and make more environmentally safe choices.

I really enjoyed this course and it has gotten me thinking about issues never brought up in all of my classes at UNI.

Dr. X goes above and beyond what a teacher normally does. His creativity helps students learn things in a different manner which is good. His outspoken voice keeps your attention and expands your thoughts. Great course regardless of grade.

I still don't feel we should have to take this capstone requirement or any other liberal arts classes. UNI does a magnificent job of robbing students of their money and putting them in debt.

Notes were fast, hard to keep up.

Professor was a good dude...very approachable and liked by the students...very fair and understanding...good at making class enjoyable.

Course brought extreme awareness to the education of environment and the way things are going in world.

I feel that this capstone experience could have been enhanced if students took it more seriously. Also, expectations by the professor were unrealistic – he had us take 6-8 pages of notes every time and expected us to memorize it all.

The topics we discussed are topics that I really wouldn't care about in the world after graduation. Also, we discussed things I learned in middle school science.

This is basically a re-cap of seventh grade science with a guy not as smart as my 7th grade teacher.

This class made me think about issues that I haven't encountered in any other class at UNI. I also felt this class was relevant to real life.

I think this capstone is beneficial for our energy use and the conservation of our environment.

Good class, wouldn't change a thing!!!

X is the best capstone professor I've heard of because his classes are interesting and his expectations are realistic.

The fact that this course is about the environment and energy conservation, I don't think really appeals to a broad range of students. I feel it is important for students to be aware of the things taught in this course, but I think interest and desire in this subject is not high.

Felt too much emphasis was placed on the environment. Would have liked to learned more about issues in society outside of the environmental effects seeing as this class was titled Environment, Technology, and Society.

I actually enjoyed a class for a change. Thanks for making it fun. I recommended it to others.

I was really unhappy that I had to take this course but now that I have I am really glad I had to. I learned a lot about issues that I will have to face. It's a class that is actually beneficial.

I really enjoyed having X as an instructor, he allowed us to form our own opinions instead of telling us what to think. We had to critically analyze what others had previously taught us and learn to think for ourselves more.

Liked this course because it covered a variety of topics.

I liked the teacher.

The teacher was very good. Class was challenging in the way it makes you think about your everyday lives and the choices we make. I really liked having field trips to an actual power plant and water treatment plant. I would definitely recommend this class and instructor.

I think it should be a pass/fail course. I liked my instructor.

The role-playing and debates were interesting and enjoyable and challenged me to think about things in a way I might not have thought about.

I'm not sure if the University's original intent was to mandate a class on environmental ethics, but I'm still glad I took this class. I attribute 70% of my satisfaction to the professor, who made the material much easier to learn.

The one thing I liked about this class was about conserving energy. Everything else was kind of over my head and not very interesting.

This teacher made the course more enjoyable. He cared about our input as students. This is a good class for all to take because it makes you think about the environment and ways to help.

X was always well prepared for class and taught us the importance of questioning the world's major environmental issues.

This course really gets a person to think about ways to make our world a better place to live. It also shows easy, sustainable practices we can do to keep utility bills low and be healthier for the environment.

I found the course interesting and X did a very good job teaching it. I really enjoyed it.

This was a regular section of environment, technology, and society and really all we focused on was the environment.

I really enjoyed this capstone class. I was introduced and reintroduced to important topics that I didn't even realize affect me. Also, I have realized through this class that I do have an affect on the environment and social issues. I also learned that I have a responsibility to the environment as a citizen and consumer.

Good course. It allows students to create their own env. Philosophy, which is something everyone should have.

This course has made me aware of topics that I wouldn't have thought of previously.

Go Panthers!

The material that was covered in this capstone course can be translated into every day life experiences.

The course touched on many topics outside of my major/minor.

It was good.

I learned much more in this class than I would have thought. Not only was I expected to learn it, but also to apply it to the world around me. That is where I gained the most from this class. If it were up to me, everyone would have to take this class.

The section was Environmental, Technology, and Society and I felt that environment was really the only issue touched on-while I found it informative, I think a much more integrative framework could be developed and utilized – touching on all of these issues and more.

I think it's a great idea to have a required capstone course to get students knowledgeable about the issues of the world.

A wider variety and more open classes would benefit this course. I personally only chose this class because of time restrictions.

I believe that the Liberal Arts Core should be modified to reduce one of the social topics in section 5. This course covered information that was applicable to content covered in the suggested area of focus, as the cost of attending college continues to increase and the added 'benefit' of such a "section 5" course is greatly diminished. I recommend to evaluate and examine this as a possibility while keeping the capstone course offerings.

I feel this is a good class to offer. The material maybe could cover a bit more from the other perspective. Too often environmental issues, especially global warming, is presented as something that is 100% man made when in fact, it is far more complicated. Even though it is still a good course.

This course was much more difficult and required much more work alone than other capstones. I didn't like the fact that I had to spend money on the course after paying \$600 to take it.

The course only discusses environment issues. It was very simplified in that there really is no content learned, just thinking about how these environmental problems relate to us. I don't think this course should be a required Liberal Arts class.

I thought it was a good course to take. We got some time to discuss the environment and how it affects our daily lives. I definitely think it is time well spent.

I thought that this was an excellent course and it really makes students more aware of what is going on around them and in nature.

I thought this class was good. It presented information that is used in everyday life. It also showed us why we need to make a change in how we live.

I'm not a guy that likes the Liberal Arts core to begin with, with that aside, this was a good class, even though I felt the information that was presented was one sided, and up on further investigation a little skewed.

Everyone should take this course.

Dr. X made this class extremely fun and interesting he makes an atmosphere in his classes that make students want to learn....even at 8 in the morning.

The stuff I "learn" in technology, nature, and society I learned in Elementary School.

Good course however as a major in CNS I feel that this course was really like a review of many of my major classes. I do however feel it was valuable taking this with majors from other colleges, it was a way to hear some other viewpoints on the environment.

To me, Capstone is not just about nature. Teacher was hypocritical and arrogant. Capstone could be very useful if it was taught properly. I did learn some stuff, but not enough.

The current ETS structure needs to be reevaluated. No objectives of Capstone, thru ETS, are being met.

This was an interesting course that could be useful to all students and is worth having as a LAC course.

This was an interesting class, and it got me thinking about the world a little differently, which is saying a lot for an 8:00.

X does a great job teaching this course, for 8 o'clock in the morning he is always energetic and makes us think about the bigger picture.

This capstone class was very good at making me think about things I might not have thought about otherwise.

I thought this class was great. The material that you are taught in the class makes you truly think about the way you are living your life and makes you want to go out and educate others on the subject.

This course didn't change my mind/attitude in any way. I feel the same as I did before. What I "learned" I already knew. I could have gone without this class.

This class was fun and enjoyable. It was taught the right way.

This was a very worthwhile class, it worked unlike any class I've ever been in, which was a good thing.

Capstone really opened my eyes to issues that I haven't thought much about. I felt that it was a very interesting class.

This was an excellent course because it made me think about environmental decisions I will make in the future.

The ETS capstone breeched topics that are relevant to all consumers, and it is good to be thinking about these things before you graduate so each person can make a difference.

This capstone final project should be more strictly connect to the environment that is allowable presently.

The more interactive and thought-provoking the better. Tests are useless compared to discussion with these issues.

I enjoyed this course because it allowed me to hear different viewpoints from students with several different majors throughout UNI.

New Capstone Faculty Comments:

The Honors section was delightful but the non-Honors class was quite frustrating.

I taught an Honors and a non-Honors section that were very different for many reasons. Please see qualifications for #3 and 6. I look forward to teaching more Honors classes, but in general capstone has been frustrating because of a combination of factors: 1) students come with radically different levels of preparation (e.g. some say they've never written an argumentative/persuasive essay), therefore 2) I struggle to teach adequately to both the best & least well-prepared. 3) Students resent the class on principle, even if they end up enjoying my class. I should add that this applies mostly to the non-Honors section.

This semester was my 2nd time teaching Capstone (for a total of 4 sections), and after this experience I'm not sure I support the idea. Students do need a course that helps them link liberal arts kinds of questions to real life (e.g. who am I? What does it mean to be human? How will I respond to ethical challenges?). Most majors, as far as I can tell from teaching Capstone, don't encourage this kind of thinking. However, I'm not sure Capstone's current design fulfills this goal. I'd need a true seminar, with no more than 15 students, to effectively teach such a course that encouraged deep reflection. I'm also not sure it needs to be interdisciplinary or even as content-focused. Instead perhaps the focus should be on reflective and critical thinking skills.

This capstone course has been absolutely a fun experience. I had no idea students enrolled in it would be challenged by the material. The fact that students had different backgrounds and majors was an excellent asset in class discussions and group oral presentations.

Personally expanded my own knowledge and perceptions of a number of topics.

The course itself had very interesting topics of discussion – and formats that enabled students with varying abilities to participate and engage in projects. However, there was a resistance from students in allocating the time and effort required for the course expectations.

I have enjoyed teaching capstone. This is my third semester doing so, and I will be doing several sections in the 2006-2007 academic year.

I would like to receive comments from this survey. The students were largely not prepared in terms of having information, to discuss varieties of [undecipherable]. They were, however, more curious and open-minded than were students I taught in the old capstone—who generally have taken a position, pro or con, on environmental issues.

The major difficulty in teaching this course is the uneven nature of the preparation of the students. Some wanted even more challenging ideas; others felt they were pushed too hard. A smaller class size would also do a lot to facilitate conversation.

Traditional Capstone (820:140) Faculty comments:

I find that students expect less work/credit hour for LAC courses in general. I find that the bulk of students are not prepared to discuss topics in class. I find that too much of my lecture time is spent in general background info. I find a small but growing number of students “tune out” if they do not have background in, or more importantly interest in, a particular day's topic.

I think this is an important class, in some ways difficult to teach. The issues are important and every semester I get feedback along the lines of “gee, I never thought about this before.” The problem is the issues are complex and one can only scratch the surface in a once/week class.

Hard to say – I know the offerings are changing and I do think the discussion format is important. I find the environmental issues to be important as it is something students rarely hear and know almost nothing about.

No dept or college resources provided; seen as an assignment to punish.

Great Experience.

I believe this is my 11th Semester teaching capstone and I'm happy to say it remains enjoyable and rewarding.

Our world is full of and will continue to have environmental issues. The Environment, Technology and society course allows these issues to be put before them now so they will be able to deal with them in the future. This course helps us create a literate citizenry.

Appendix E: Distribution of Majors in New Capstone Experience Courses

Courses with Student Populations of greater than 15% from individual majors

Course	Major	Percentage of Enrolled Students
Community and Public Health	Health Promotion	36.2
Communication Disorders and Society*	Elem. Education	31.4
Science, Mathematics and Technology in the Americas*	Mathematics	26.1
Minority-Majority Group Relations in the US	Social Work	25.3
The Holocaust in Literature and Film*	German	25.0
Seminar in Literature: Blues & Jazz in African American Literature & Film	English	25.0
Prehistory of Environmental Impact**	Accounting	25.0
	Criminology	25.0
	Political Science	25.0
Theatre in Education	Theatre	24.0
	Elem. Education	20.0
Ethics in Communication*	Communications: Pub. Rel	22.2
Medicine, Morality, and Society: the Social Construction of Health and Illness*	Elem. Education	20.0
Globalization, Cultural Pluralism, and International Security*	Accounting	19.2
	Elem. Education	15.4
	Management	15.4
Building Communities: Developing Intentional Family Spaces	Interior Design	18.9
Living in our Techno-social World*	Elementary Education	16.7
Bio-Medical Ethics	Gerontology	15.2

* Courses that have been offered only one time with only one section

** Course had only 8 total students.

Appendix F: Capstone Enrollments - Summer 2001 – Fall 2006

Semester	ETS Sections	Students per ETS Section	"New" Capstone Sections	Students per "New" Capstone Section	Total # of Students (% in "New" Capstone sections)
Su 01	8	35.1			281
Fa 01	36	35.4			1273
Sp 02	26	42.1			1095
Su 02	10	32.9			329
Fa 02	32	36.3			1163
Sp 03	37	34.1			1262
Su 03	10	32.8			328
Fa 03	29	36.5			1058
Sp 04	29	37.7			1094
Su 04	10	34.5			345
Fa 04	33	36.9	4	23.0	1310 (7.0%)
Sp 05	23	29.3	14	25.8	1035 (34.9%)
Su 05	10	25.1	2	24.0	299 (16.1%)
Fa 05	25	29.6	14	22.5	1055 (29.9%)
Sp 06	21	30.7	14	23.9	979 (34.2%)
Su 06	12	23.5	6	21.3	410 (31.2%)
Fa 06	24	29.8	11	20.9	946 (24.3%)

Capstone Class Sizes

